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ABSTRACT

"Piggybacking" is a term used to describe the interaction of educational partners such as college students and elementary school students on long-term projects. Younger students' perceptions of such cooperative learning endeavors has emerged as a useful line of inquiry for teachers. This study focused on a social studies piggybacking project between first-graders and early childhood education college students in Fitchburg, Massachusetts. A questionnaire was developed and administered to all children who participated in the piggybacking project from 1991 to 1997. Responses indicated that piggybacking had contributed to the development of a cohesive and caring learning community. (The questionnaire and responses are appended. Contains 10 references.) (EV)

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ED 420 391

Abstract

Children's Perception of Piggybacking Partnership in Learning

By Diana Suskind,Ed.D

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"Piggybacking" is a term used to represent the working together of partners. The college student and the elementary school age child explore together during the learning process of Math, Science and Social Studies culminating with a long term project.

Students' perception of this cooperative learning atmosphere has emerged as a useful line of inquiry for teachers. This study focused on the students' perception of the elementary school age children who were learning Math, Science, and Social Studies with college students. Although there is not much known about this topic, an increase in interest on the part of educators needs to emerge. It is assumed that if a child perceives he is doing well in a subject, that in effect, will influence positively his performance in a given subject. The educator needs to be aware of the power of the child's perception of his intellectual, moral and social competencies. The ability to take perspective, the ability to work as a teammate and the ability to appreciate others requires different roles, for both the student teacher and the child.

From the data collected and analyzed, there were many advantages that are clearly documented. Piggybacking has contributed to the development of a cohesive and caring community. This has been done by breaking down ethnic, racial, age and other social barriers. Every child, by choosing their college partner is thus integrated into a social structure of this cooperative group. Students are able to work together as a team to reach a common goal. There is a helping behavior of students exhibited during this cooperative learning. When explanations were provided by a student to a peer (after a misconception) the peer learned the material better. Both partners gained from the verbalizing or demonstrating of the material.

PS 026548

Children's Perception of Piggybacking
Partnership in Learning
by Diana Suskind,Ed.D

"Piggybacking" is a term used to represent the working together of partners. The college student and the elementary school age child explore together during the learning process of Math, Science and Social Studies culminating with a long term project. This study focused on the students' perception of the elementary school age children who were learning Math, Science, and Social Studies with college students. ***Through this experience the college student :***

1. ***learns how children invent symbols to communicate rules. Depending on the semester theme this learning occurs while the student participates in lessons in building their pig pens, ceramic patterns, circus rings, and creating their own stories.***

2. ***hears the children,other college students as well as themselves during their discussions, debates, and arguments;***

3. ***witnesses the child reinventing their pigpens or circus;***

4. ***sees the involvement and commitment of both lasses during the process.***

El.ED 3100 Math, Science and Social Studies Methods is a required course for Early Childhood majors at Fitchburg State College, located in Fitchburg, Massachusetts. A "Piggybacking" * component has been in existence for six years. At first, during the fall of 1991, students taught their lessons as if they were teaching to first graders but in reality they were only other college students. It was felt that only real interaction with a child would provide the college student with a better understanding of the dynamics involved in working with young children.

The following semester first graders chose a college partner to explore learning together. This act of choosing their partner gave power to the child, allowing the child to be the initiator in the adult-child relationship. The college students introduced themselves and directions were given to choose a college student who

they personally would like to help become a great teacher. The children could be heard giving advice to their college partner, " you need to speak up," "that might be boring," "don't be afraid, you can do it" (in reference to giving their lesson), "this might be a good idea," "I think the children will really like this activity if you do it this way," " you were great!" "Awesome!" The main objective for the course is for the college student to learn how the child with whom he or she has a close relationship thinks. It allows one the opportunity to focus and truly care about a particular child over time. The college student forms a relationship with their child allowing both to be engaged with hands -on and well thought out activities. Through time college students and children collaborate and share insights by participating in and evaluating their own created and peer created lessons. These lessons focus primarily on math, science and/or a social studies component utilizing the main theme. The whole class progresses naturally.

For one and a half hours a week first or third graders and college students design lessons in Math, Science and Social Studies according to a theme. There would be three or four lessons for the children to rotate through. Each particular lesson lasts for fifteen to twenty minutes.

Themes in the past included: the first or third graders studying pigs, going to the Petting Zoo, building a pig pen,making pigs out of clay and having them fired, using the computer room, and typing their culminating story. The pigpens and their stories were displayed in front of the principal's office for all to enjoy. At the end of the semester the college students individually made a book so that each child could revisit their piggybacking experience. One semester we studied patterns by visiting Fruit lands and the children made patterns on a gray slab of clay after they designed it on paper. It was fired and painted with a creative design made into their pattern.

This learning leads the learners from concrete to abstract thinking.This long term project is further exemplified by allocating 10 dollars in credit card forms. This was given to each child to go to the store and buy materials necessary for their project. They had to keep inventory and use a calculator; they even had a rental fee for scissors and markers.

In the Spring semester we used the circus as the long term project where we constructed our circus ring and included our clay-like animals. We attended the ***Big Apple Circus*** in Boston and were actually part of the show and the intermission. At the beginning of the show, we were acknowledged by the ring master and all were informed to visit our display during intermission. We were proud. We carried our circus rings to the circus for all to see. Even after the show the famous Grandma clown actually sat on one college student's lap.

Critics of using a circus theme have stated:

> The circus is not a topic to waste school time on!! It is at best frivolous, and at worst making entertainment out of animal abuse. There are far better topics for college and elementary students to end their time and energy on.

That might be true of other circuses but the Big Appie has a theme and is noted for its kind treatment of animals such as elephants, horses, and dogs. The primary interest while entertaining is to show to the audience the skills and competencies of the performers and of the hard work that goes into it.

Anmari Kicza, a college student wrote in her reflection paper:

> We went to the Big Apple Circus with Mrs. Morin's first grade class. It was great, it was pleasurable and a learning experience. Previously we only knew the first graders from one sort of experience, in class. Here we got to see them in a different way, staying with them throughout the day, pairing up with one student, and on a field trip, which was new for many of them and us. Ronald (*her partner*) really wanted to be involved in the circus, not just watching it! It showed that he believes he is capable of the things that the adults looked at in awe, thinking that we could never do that. I think this particular circus is great because it appeals to all ages. There are parts of the show that children might like more, and parts adults might like more, but everyone can enjoy it. As I look around, I saw everyone enjoying it, and all showing it in different ways. It seemed like a quality show built around hard work and practice, rather than just glitz. That shows the soon-to-be teachers something- take care in choosing field trip sites that are quality. Also, it showed us how much work it is to take children on such an outing. It's worth it, but it's a lot of hard work. I think it was nice that we had an equal number of adults and children. It worked out well.
>
> This was a good experience for us. Just to go to the city, see the sights and people, see how it is different and the same as where they live, is a big deal. Then they got to see a circus, which most of them previously had not. I don't think that kind of learning is quantifiable; it is wonderful learning, especially in conjunction with the circus theme at school. That makes it a total experience, rather than an isolated event. That teaches us another thing, to make field trips count for learning in real ways; use them before and after for learning in school.

The following week, the Social Studies group needed to do their lessons. Children made sense in this semester out of their circus experience. They took ownership of their own learning. There were four groups and the children choose between becoming a clown, a dog , illuminated flowers, and, of course, elephants. It was a wonderful coordinated effort among children and college students working together. They were so focused. One could see children applying clown face paint to their college partner. They were really working as teams. After making their outfits the children practiced and perfected their acts. Within forty-five minutes the fourth grade class became our audience and our room magically became our very own circus! The children had the opportunity to make sense out of their study and trip to the Big Apple. The look of pride on the college students' faces was fantastic. They finally saw how much they truly accomplished. Isaiah became the ring master in the professor's red jacket. The flowers had a strobe light on as they danced and moved around. I personally enjoyed the elephant act. During their performance I truly believe they felt like elephants. With their gray plastic bags, their elephant ears, their nylon stockings filled for the elongated nose and, of course, their tails, they were leaping over filled laundry baskets upside down while holding each others' trunks and standing on one foot in unison. What an ovation everyone received. Prior to the mini performance a good environment for thought evolved, such as what part of the circus act did the child choose, how did they want to design their costume and actually do it with the materials at hand, how did they want their face painted, reflection on their very performance, their actual dog performance, the elephants' performance, the clowns, the acrobatic flowers. The argument, checking and rechecking solutions of a particular act. As elephants, would their weight hold the inverted clothes baskets, would they be able to jump to the next basket and try again so they don't fall.

The following week was our good- bye party and the college students made beautiful books for their children to revisit this circus piggybacking experience. There was a lot of hugging and crying. It is okay to feel the loss of a positive growing experience for both the college student and child. What they have experienced was realized and can happen again for there are kind and caring adults in this world.

Procedure

A ***piggyback questionnaire*** was developed and administered to all children who remembered taking Piggybacking. The pilot questionnaire was given out in Spring 1996 to graduating fifth graders by a graduate assistant. In Spring 1997 the questionnaire was again given out by the same graduate assistant to any child who engaged in Piggybacking. The sample consisted of students enrolled in McKay Campus School located in Fitchburg, Massachusetts during 1991-1997 there were 77 completed surveys. The data was analyzed Fall semester 1997.

From the data collected and analyzed, there were many advantages that are clearly documented. An example of the data collected are illustrated in question 9a.

How did you feel about working with your partner?

* ***She made me feel smart and sad, sad because when they left, smart cause of the encouragement and happy cause of the jokes.***
* ***Happy, we had a lot in common.*Great, she listened to what I had to say.***

Discussion

Students perception of this cooperative learning atmosphere has emerged as a useful line of inquiry for teachers. Although there is not much known about this topic, an increase in interest on the part of educators needs to emerge. It is assumed that if a child perceives he is doing well in a subject, that, in effect, will influence positively his performance in a given subject. The educator needs to be aware of the power of the child's perception of his intellectual, moral, and social competencies. The ability to take perspective, the ability to work as a teammate and the ability to appreciate others requires different roles, for both the student teacher and the child.

Amanda, who participated in the piggybacking program while in first grade, is now in the fourth grade and wrote this to her college student partner Cara

Dear Cara,

This day, this unhappy day Brought tears to my eyes, Brought sadness to my life sad thoughts to my head. But this doesn't mean it's this end of our friendship and the little things we did together. It just means we say good-bye and let go to the people we love. And I Love You Big Sister.

Love your little sister,
Amanda

Why, as the professor, do I choose to implement a multi-generational, long- term project every semester? I believe this learning process relies on the following assumption. The activities that evolve focus on a creative vision and zeal which is based on an early commitment in allowing children from birth to work towards becoming competent, independent human beings.They are interdependent upon decent, understanding, knowledgeable, sensitive, and sensible adults who must give children the opportunity for self- reliant and self- initiated learning; an opportunity which should not be denied to college students.The college student, prior to becoming a teacher, needs to develop the ability to focus on one or two children, to

see how they choose to solve a particular problem, their love of learning, and how exploration and reading leads to discovery. Learning, when a cooperative process takes place, over time results in a truly lasting effect.

The college student is going through the same experience as the child. When one is in charge of the whole class, you tend to focus on your presentation and classroom management. They might not realize how fortunate they have been to have had this experience. It was a lot of work. When they reflect about the process and progress of everyone during their own long term project, most certainly they will be in awe.

To be a facilitator to such an undertaking is very difficult. It is very difficult to change behavior. Often college students have most likely through their schooling been spoon fed and it is scary for them to take risks and be responsible for their own learning. It is so much more powerful in the end. It is much easier to take notes, study and regurgitate it back to the professor.

The college student has the right to be the initiator, to see differently, to make choices, to work together and count on each other. We are all part of the learning process. For school systems to change, they need to provide hands- on activities for the child by providing interesting , alive curriculum. We have to model and allow students the opportunity to partake and continue in the process, otherwise they will continue to perpetuate how they were taught . We now have to prepare teachers who will not fail the child. It is sad and cruel to take away from a child the desire to learn. This happens so often by providing busy work such as round- robin reading and dittos. Having the child feel hopelessness, shame and boredom has to stop! This happens when the teacher doesn't take sufficient time to observe and build from the child's competencies.

By living this learning process the true meaning of constructivism is happening. The children do realize the components of lessons that were made up of math, science, and social studies. They have been part of a nurturing, fun learning environment with the attention of one adult learning, laughing, and growing together.

Can you imagine if professors would take the risk of returning to the classroom with their college students what multi-generational learning could flourish?

Conclusion

Piggybacking has contributed to the development of a cohesive and caring community. This has been done by breaking down ethnic, racial, age and other social barriers. Every child, by choosing their college partner is thus integrated into a social structure of this cooperative group. Students are able to work together as a team to reach a common goal. There is a helping behavior of students exhibited

during this cooperative learning. When explanations were provided by a student to a peer (after a misconception) the peer learned the material better. Both partners gained from the verbalizing or demonstrating of the material.

Further Research

The present study examined students' perception of this cooperative learning atmosphere. It has emerged as a useful line of inquiry for teachers. This study focused on the students' perception of the elementary school age children who were learning Math, Science, and Social Studies with college students.

It is recommended to match the math, science and social studies performance skills of the of the children involved in the study to ascertain if the child's perception of his or her academic success is equal to/and or exceeds expectation. It could be a longitudinal study examining previous test scores and post test scores to partaking in the piggybacking experience.The researcher purposely wanted to limit the initial research to the child's perception. That in itself is of great importance.

CODE#
DATE: Compiled May 1996,May 1997

QUESTIONNAIRE ABOUT PIGGYBACKING

POPULATION: GRADUATING FIFTH GRADERS(96) *FIRST SET OF DATA:* FIRST GRADERS, MS BERMUDEZ,**(MB)** MRS MORIN **(MM 1),** THIRD GRADERS, MR. GLENN BARRETT**(GB 3)** FIFTH GRADERS(MR. GAUMOND) **(MG 5)** (97)

LOCATION: MCKAY CAMPUS SCHOOL
160 PEARL STREET
FITCHBURG,MASS 01420

TARGET POPULATION: FIFTH GRADE STUDENTS WHO TOOK PIGGYBACKING DURING THEIR ACADEMIC CAREER AT MCKAY.

INFORMATION:

1. YOUR NAME (OPTIONAL)(MM1) Rosemary, Isaiam Dylan, Mailee, Danny, Danny O, Panhia Young, Ricky, Mailee,Katrina Jerrica, Choua Yang, Sera Tommy John (GB3)Johann, Julie, Doedhaum, Bradley Robert Pedro, Chris F Adreanne Tabalos(MG5)Curt,Ivan, Elizabeth Rodriquez, Robert Burmingham, Jamika,AdrianFord,Tracey,Tasheka,DanielMova,Crystal Musaivar,Panhia

2. GRADE(S) YOU WERE IN WHEN YOU TOOK PIGGYBACKING

CIRCLE :	**FIRST**	**THIRD**	**FIFTH**
(first gr.first time)			
(MB) =MISS BERMUDEZ	5	1	
(MM1) =MRS JEANNE MORIN	15		
(GB 3)=Mr. Glenn Barrett	3	11	
(MG5)=Mr Gaummond	6	2	19

3. ABOUT HOW OLD WERE YOU ? 7-1,8-3,9-3,10-1,11-1 (MB) 6.5 -1,7-2,8-1 10-1 (MM1) 6-6, 7-12, (GM3)6-3, 8-12,8.5,9-2 (MG5)8,11(4), 10(2)12(2) 12.5

4. YOUR BIRTHDAY IS 7/29/83, 11/24/83, 10/17/84, 1/7/85, 1/12/84, 12/2 1/13/85**(MB)**10/10/85,10/13/85,10/24/ 85, 8/14/86, 9/7/86 9/29/86,1/31/87 **(MM1)**8/4,10/2,10/13,8/31,5/25,3/28,11,10/12/6,7/18,4/17 **(GB3)**

1/3/87.2/22/87,4/27/87,9/20/84/ 12/23/86,2/15/85,5/30/86, 6/11/85 12/11/85, 8/16/86,7/31/86 **(MG5)**10/12/84,9/8/85, 6/6/97,3/8/86, 3/16/85,6/6/86,8/12/97, 3/31/86/,9/8/86,,4/26/86, 3/8/97, 11/1/86, 4/14/86,4/18/86,4/18/85, 5/28/982/28/86, 12/5/85, 8/25/95, 7/17/85, 8/22/95 1/28/97,5/18/86

5. THE NAME(S) OF YOUR TEACHER(S)

Mr. Barrett, Ms. Dibara O'Connor
(MB) 5,Mr.B1,**(MM1)** Mrs. Morin 17 **(GM3)**Mr Barrett 10, Mrs. Morin3
(MG5) Mr B 3, Miss Keene 8,Miss Bermudez 2, Mr. Gaumond 18

6. THE NAME(S) OF YOUR PARTNER(S)

Kim,Liz ,Justin,Lillian, Gini, Julie, Started with an A, can't remember,
(MB) Michelle,Connie Julie,Cari ,Cindy, Paul, can't remember, don't know
(MM1) Ms Jen, Amanda, Angela, Jen -3, Ms Kristina, Susan, Ali, Kristin**(GM3)** Angela, Cindy, Robert, don't remember,Alicia, don't remember , don't know, Kathy, Susan Christine Penny, Maureen**(MG5)** Mrs. Cuddy, Amanda, Kristen,Karen,Wendy,Amy W Katrina, Kristen, Filiatrault, Michelle Peppes, Melissa Baturie,Lisa,Jennifer P, Brenda, not sure, I don't know, Brandie Newman, Paula,Elizabeth, Rebecca, Heather, Curtis Barett,Charen, Tessier

7. WHAT DO YOU REMEMBER THE MOST ABOUT PIGGYBACKING?

* Our last day of piggybacking we had a fun party
* making the pigpens and having to watch lessons from the college students
* playing games
* oohblah
* about the handshake with the college student with the shaving cream
* Journals
* the writing activity

(MB)that we got to do all sorts of activities.
and at the end of each Friday we could write in a journal
It was fun doing the pigpen(s)
I remember doing activities,
Don't remember

(MM1) Friendship, going to the circus, my partner Jen, making the circus,love Daphine, obli, I remember the oublah doing the balance bean, remember we had piggybacking partners, we go to the circus I remember the time that when I met we go to the circus

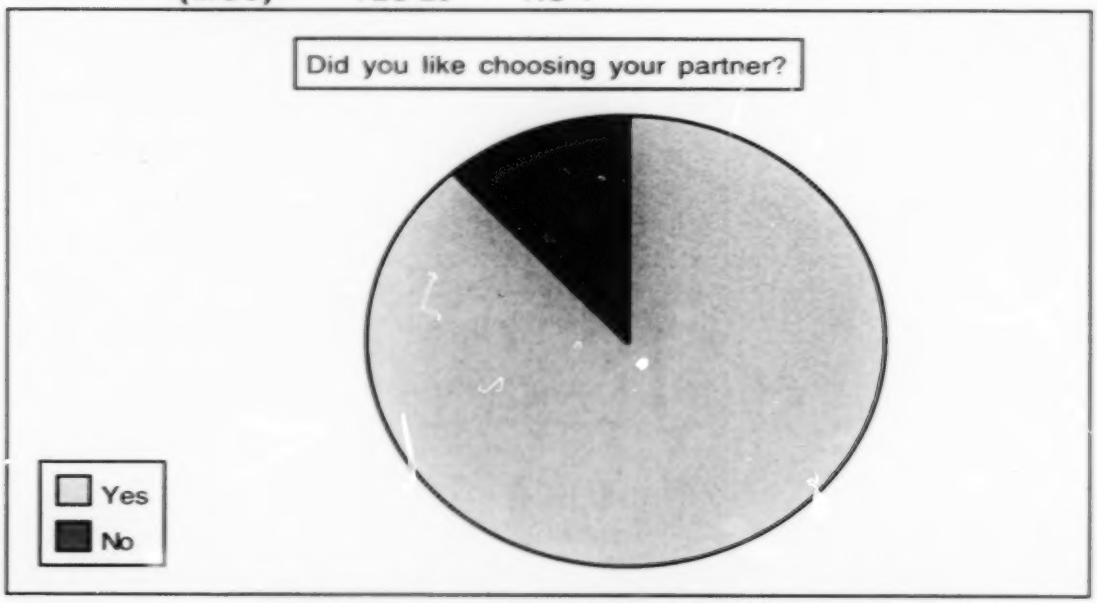
(GB3)the song, I remember going to the farm(x2) making stuff, when we went to the zoo and Susan got scared of the goats, when I built the piggybacking farm with clay, the party, the farm, when I built the

piggybacking farm with clay and blocks, going on the trip and getting licked by Illama, do the oohblah, that we went to a farm, when we went to eat , went to the barn or farm and we got corn and it had the animals food in it, the farm and the party

(MG5) It's fun, get to do a lot of neat stuff, it was interesting for message,foot massage,I remember having, the piggybacking shirts with the pigs,nothing, I remember that we picked famous artists and then researched on him or her and made an activity similar to their life,we did alot of art work and at the end we had a party, you learn from each other, work together,that you have to work with a partner and you do stuff with them, writing in journals, I remember when we wrote in our art journal, I remember when we went to the piggybacking farm,keeping a journal visiting to artists, stations every Friday, from one to one forty-five. when we presented our artist my presentation my partner specific activities, we spent time on how to do a project, on the last day of piggybackig in first grade we learn how to foot massage.

8A. DID YOU LIKE CHOOSING YOUR PARTNER?

	YES 6	NO 1
(MB)	YES 5	NO 1
(MM1)	YES 12	NO 0
(GB3)	YES 10	NO 1
(MG5)	YES 20	NO 4



88% of the children liked choosing their partner

8B. HOW DID IT MAKE YOU FEEL? okay(2) belonging, happy, good (2) **(MB)** Excited,good,not good,important,ok,happy **(MM1)** gowey 4 good and happy (5), good (3), happy (7),**(GB3)** okay,powerful,good(3), exciting,weird, excited all right ,**(MG5)**ok, good(6),great, excited, I felt very good, it made me feel good, it made me feel very independent, very,very good,It made me feel good because I got to choose mine and not some one else, great I felt good, more comfortable,

8C. WHY DID YOU PICK YOUR PARTNER?

* so we'd have someone to work with
* I came in late and she was the one of the last ones
* she was cool
* she was the first person I saw her smile
* because I was the 3rd to last to pick my partner
* because she was the nicest helper

(MB) * because she looked nice
* because I like to choose things
* because she was the only one left
* because they look very nice
* because
* I didn't because my teacher did

(MM1) * I felt like it (x 6)
* I don't know(x 1)
* because she was nice
* she looked good
* I feel like piggybacking(x2)
* good
* she looked nice
* because I liked her(x2)
* to feel good
* because she was pretty(pirtle)

(GB3) she was the only one left
bec there were no other choices
I didn't
she sounded very nice
because she was the only person left
bec we both had things in common
I don't know

(MG5)I picked her because I liked Winnie the Pooh bec I liked the artist, I picked that partner because I knew the person,bec I had to, I just had to pick one, she looked nice, because she was nice, I picked that partner because she looked interesting because I liked what we studied, because I wanted her,because we had alot of stuff in common and I love Eric Carl, because she was a writing teacher before and I liked her, because he looked nice, bec the artist likes flowers so do I, bec I think she would be fun she looked nice, she felt like my partner type, bec she looked nice, just picked her for me, bec she was nice, I picked that partner bec she looked interesting bec I liked what we studied,bec I think she would be fun.

9A. HOW DID YOU FEEL ABOUT WORKING WITH YOUR PARTNER?

*She made me feel smart happy and sad,sad because when they left, smart cause of encouragement and happy cause of jokes
*Happy we had a lot in common
*good

(MB) * I felt happy
* oh
* I felt good
* good
* I guess it was okay

(MM1) * happy(x4)
* good(x8)
* because (x2)
* kind

(GB3) cool(x2)
good(x2)
great
weird
ok
awesome
ok
because we got to do cool things that I can do
did good stuff
good bec we got along
happy

(MG5)I felt very good ,
good (5),
happy,

okay,
It was fun,
alright,
I felt happy working with her,
great (1)
I felt great,
I felt happy working with her(1)
fine
happy
excellent

9B. WHY?

* I don't remember
* Great, she praised and worked well with me
* Great because we had a great time working with each other
* scared,different
* because she was someone different
* good we did fun things

(MB)
* because it was fun
* because you get initiation
* we did cool things

(MM1)
* I felt good because she was funny
* because she was nice
* because she look very nice
* I felt glad
* because she loved to help me
* because she was kind to me
* because she made me feel good
* because she loved me(Chelsea)
* helped me
* because she looked nice to me
* good
* because she was nice alot
* because she seemed kind
* because

(GB3) It was fun
because she was nice to me
because she was a good person
because she was nice and listened to what I had to say
because I did not know
because we had alot of great times
because we had alot of fun

because we got along really well

(MG5)because we did a neat artist,
I felt that way because she was kind,
she made me feel comfortable and welcomed,
she was nice because she was pretty darn nice,
they were nice,
because she is funny and cool,
because she said I did not have to say nothing at all
because I knew her before,
because she was a good teacher,
because she was funny,
bec I knew we would have a good time,
bec she was kind,
because,
she was really nice,
she made me feel good,
because she respect me and so did I to her

10.WHAT DO YOU REMEMBER THE MOST ABOUT YOUR PARTNER?

* When we wrote a story on our pig pen
* She had brown hair
* Her name
* Her smile
* I don't remember anything
* black hair
* She was nice

(MB) * she was black with half gold hair
* that she moved and said she would hang my pictures in her room.
* It was a girl having a nice attitude.
* She had curly hair and always wore makeup

(MM1)* she made lessons that she was smart
* she made a good lesson she was nice
* she was kind
* she was a nice partner I ever had
* friends
* she was nice to me
* she was very nice to me
* kind and friendly

* she was nice when she paint my ring master
* she was friendly
* I don't know

(GB3) she wore alot of makeup
I forgot
she was pretty and nice
she had white hair and the last day of piggybacking,
she had black curly hair
how fun she was to work with
red hair,she was nice
she likes to play games
she was black, tall and cool
don't know

(MG5)that her name was Wendy and she gave me a gift when we met for the last time,
how they helped me work,
she was very pretty,her hair, her laugh,
she had dirty blond hair and pimples on her face
when I answered the questions
I remember what she looked like and the book she made me
alot of things but I remember she is in Karate
her smile,
the time we did our artist,
it was a girl and she was(kind,nice understanding,
her hair, goldish eyes and a funny person,
Eric Munch presentation,
her smile,
she was nice and to me
she got me to do for show and tell what I wanted,
when I answered the questions,
I remember she was kind and we worked well together

11. WOULD YOU LIKE TO SHARE A STORY OF WHAT HAPPENED BETWEEN YOU AND YOUR PARTNER THAT MADE YOU FEEL..... HAPPY, SMART, AND OR SAD? PLEASE DO SO.

No; I don't remember; No thank you; We went on t.v., this was very exciting;I would not; She asked me something I know a lot about.

(MB) I felt sad when she moved and said I had to go with some one else.
I was very sad
in first grade when my partner gave me a good-bye gift

No.
I would not remember

(MM1) I feel happy and smart with my partner, friendship, you I will no, I feel happy and smart

(GB3) no(x2), I don't want to share my feelings, the first day I met her I was sooo excited she made me feel so good,not now

(MG5) she made me feel very welcomed the first day, that is another reason I like her
no(1)
chorus
she always had very good jokes to tell, she let me read when I want to happy because she she was funny
I think Kristen made me glad the day of our Eric Munch presentation she helped me
on the last day when we worked on activities I started to cry when I left her bec she was kind
she made me feel happy and smart because we always did things together and she would always act how I felt about the activity we were doing.

12A. DID YOU HAVE ANY CONTACT WITH YOUR PARTNER WHEN THE CLASS WAS OVER?

	YES 5	NO 4
(MB)	YES 4	NO 2
(MM1)	YES 9	NO 8
(GB3)	YES 7	NO 5
(MG5)	YES 11	NO 9

* **by chance, in the hall, sometimes in the hall,she would walk me in the hall,halls,she would walk me home**

13. DO YOU EVER THINK ABOUT YOUR PARTNER?

	YES 4	NO 2
(MB)	YES 4	NO 3
(MM1)	YES 14	NO 3
(GB3)	YES 10	NO 3
(MG5)	YES 19	NO 4

14A. DID YOU RECEIVE A FINAL BOOK FROM YOUR PARTNER?

	YES 4	NO 4
(MB)	YES 4	NO 2
(MM1)	YES 16	NO 1

(GB3) YES 9 NO 2
(MG5) YES 16 NO 4

14 B. HOW OFTEN DO YOU LOOK AT THE BOOK?

ALWAYS 0 SOMETIMES 7 NOT AT ALL 3
(MB) ALWAYS 0 SOMETIMES 4 NOT AT ALL 2
(MM1) ALWAYS 1 SOMETIMES 10 NOT AT ALL 4
(GB3) ALWAYS 0 SOMETIMES 7 (mostly all the time) NOT AT ALL 5
(MG5) ALWAYS 6 SOMETIMES 12 NOT ALL ALL 2(I don't have a book)

15. IS THE BOOK IMPORTANT TO YOU?

YES 4 NO 3
(MB) YES 4 NO 1
(MM1) YES 15 NO 3
(GB3) YES 10 NO 1
(MG 5) YES 15 kind of NO 6

16. BECAUSE OF THE THINGS YOU DID IN PIGGYBACKING HOW DO YOU FEEL NOW? (CIRCLE :YES OR NO)

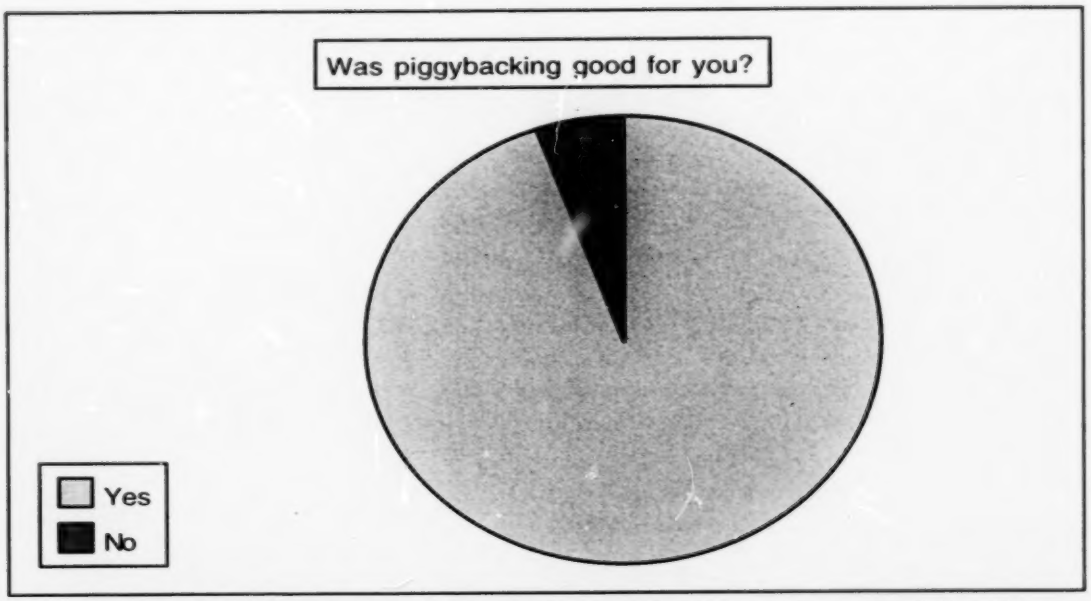
(MM1) 9 1
(GB3) 4 3
(MG5) 5 1

A. MORE CONFIDENT IN MATH/ SCIENCE/SOCIAL STUDIES

	YES 7	NO 0
(MB)	5	1
(MM1)	19	0
(GB3)	8	4
(MG5)	14	7

B. I KNOW MORE IN MATH/SCIENCE/SOCIAL STUDIES

	YES 7	NO 0
(MB)	4	2
(MM1)	15	2
(GB3)	7	2
(MG5)	14	9



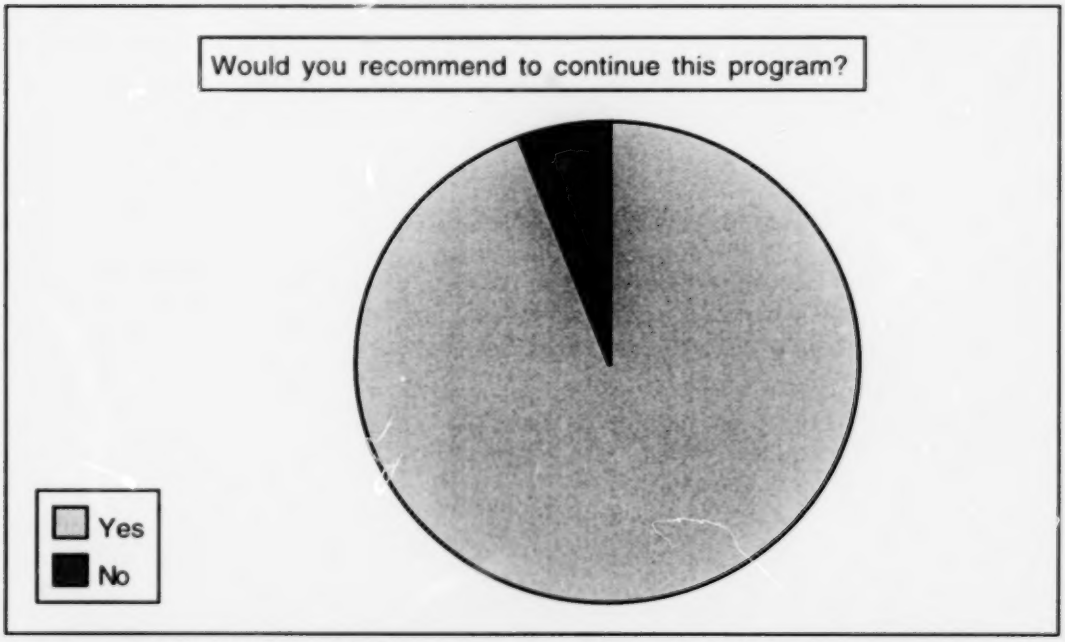
over 94% of children indicated piggybacking was good for them.

17. WAS PIGGYBACKING GOOD FOR YOU?

	YES	NO
(MB)	5	1
(MM1)	18	0
(GB3)	11	0
(MG5)	20	2

18. WOULD YOU RECOMMEND THAT THIS PROGRAM CONTINUE?

	YES 7	NO 0
(MB)	5	1
(MM1)	17	0
(GB3)	12	0
(MG5)	25	3



over 94% of the children recommended that this program continue.

19. WHAT CHANGES WOULD YOU LIKE TO SEE MADE?

* Being able to see your partner more during the semester
* Making piggybacking in higher grades
* None
* Nothing
* Better people
* More science
* Nothing, 'cause it's fun the way it is

(MB) * none!!! longer
* nothing (3)
* more activities for everyone

(MM1) 5,2, no 3,yes

(GB3) none(X5)
sometimes work outside
more days of them
have it more days and have more activities
for her not to hug me
none just more action

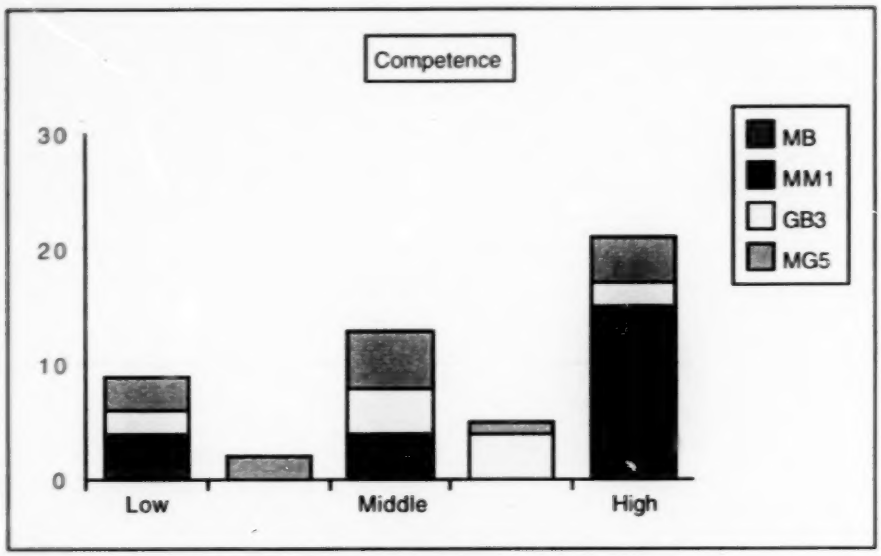
MG5) nothing (2)
no(2)
none(2)
don't know
have hour and half
It should start in the beginning of the year and end at the end of the year
more boys
instead artist rappers

20. DO YOU SEE A DIFFERENCE IN HOW YOU FEEL ABOUT YOURSELF BECAUSE OF THIS PROGRAM?
RATE YOURSELF OVERALL:

1	1	2	3	4	5
LOW				MIDDLE	HIGH

COMPETENCE (how well you do)

(MB)	1-1		3-3		5-2
(MM1)	1-3		3-1		5-13
(GB3)	1-2		3-4	4-4	5-2
(MG5)	1-3	2-2	3-5	4-1	5-4



The vast majority of children felt that they gained moderate to high **overall competencies.**

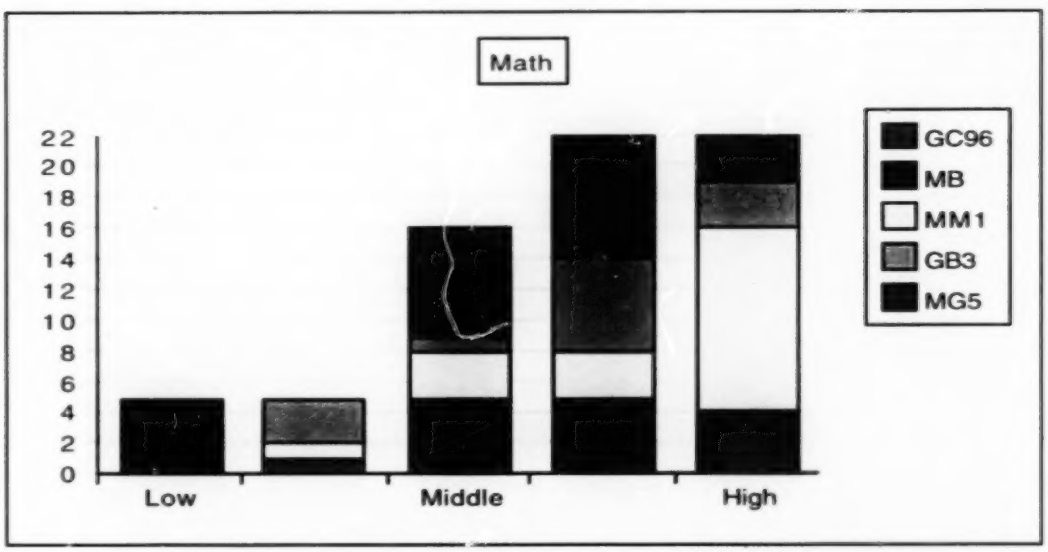
Key Meanings

- GC96: Graduating Class of 1996 (5th graders) (P)
- MB: Miss Bermudez (1st graders) (P)
- MM1: Mrs. Jeanne Morin (1st graders) (P)
- GB3: Mr. Glenn Barrett (3rd graders) (P)
- MG5: Mr.Gaummond (5th graders, Creative Arts ELED 3500)

(P)iggybacking: Methodology of Math, Science, and Social Studies in Early Childhood ELED 3100

MATH

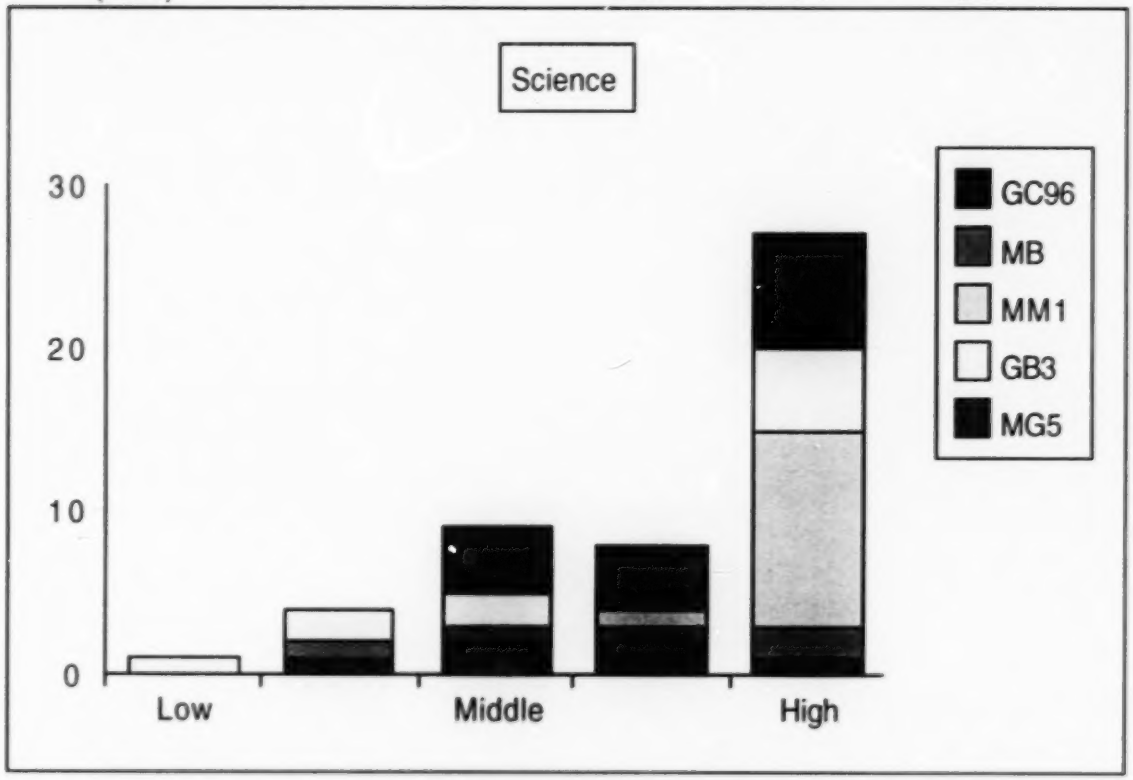
	1-0	2-1	3-2	4-2	5-2
(MB)	1-0	2-0	3-3	4-3	5-2
(MM1)	1-0	2-1	3-3	4-3	5-12
(GB3)	1-0	2-3	3-1	4-6	5-3
(MG5)	1-5	2-0	3-7	4-8	5-3



The vast majority of children felt that they gained moderate to high competency in **math**.

SCIENCE

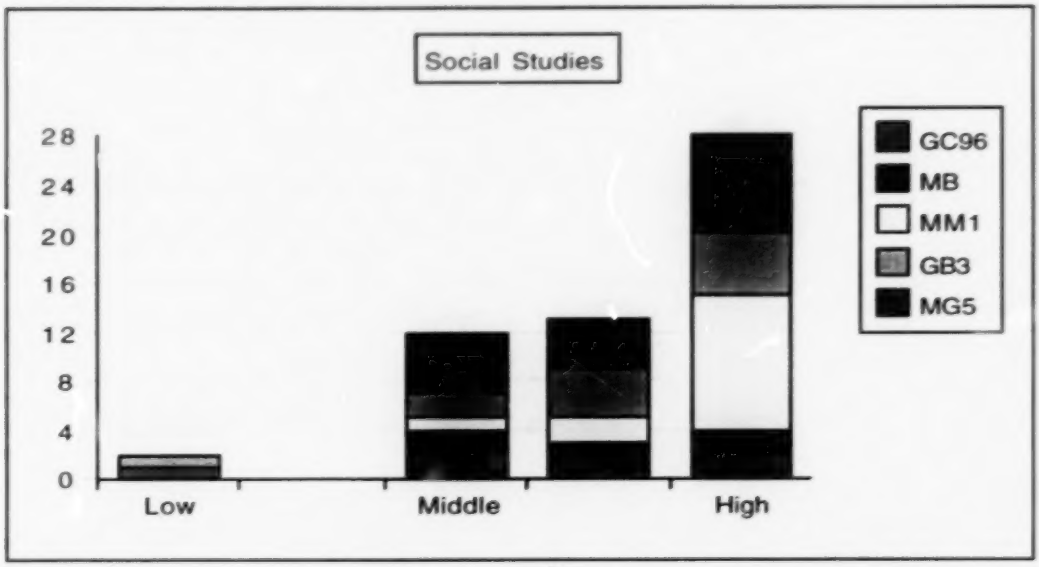
	1-0	2-1	3-2	4-2	5-1
(MB)	1-0	2-1	3-1	4-1	5-2
(MM1)	1-0	2-0	3-0	4-1	5-12
(GB3)	1-1	2-2	3-2	4-0	5-5
(MG5)	1-0	2-0	3-4	4-4	5-7



The vast majority of children felt that they gained moderate to high competency in **Science**.

SOCIAL STUDIES

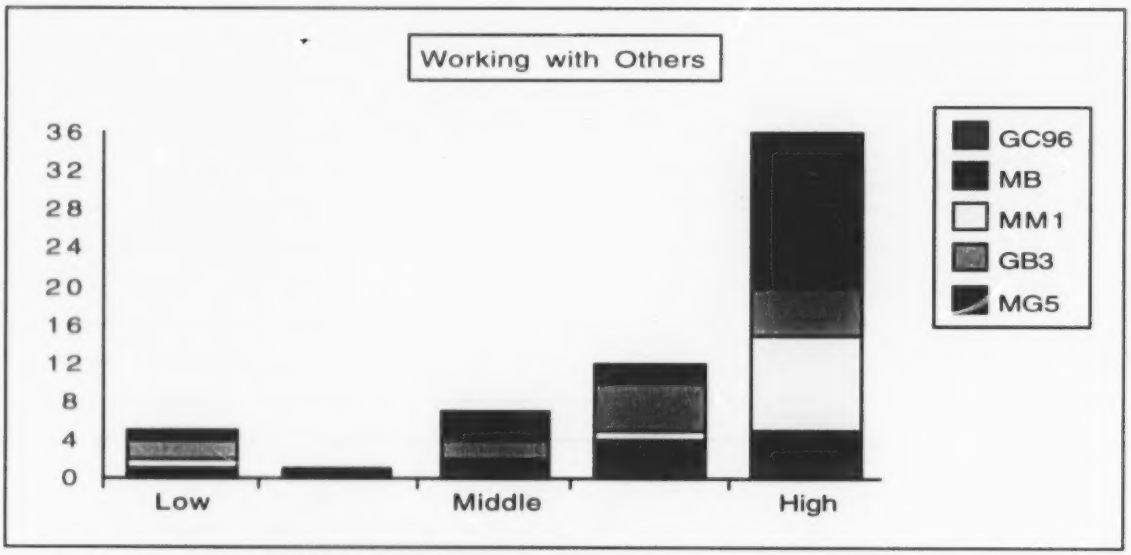
	1-1	2-0	3-2	4-2	5-2
(MB)	1-0	2-0	3-2	4-1	5-2
(MM1)	1-0	2-0	3-1	4-2	5-11
(GB3)	1-1	2-0	3-2	4-4	5-5
(MG5)	1-0	2-0	3-5	4-4	5-8



The vast majority of children felt that they gained moderate to high competency in **social studies**.

WORKING WITH OTHERS

	1-0	2-0	3-1	4-4	5-2
(MB)	1-1	2-1	3-1	4-0	5-3
(MM1)	1-1	2-0	3-0	4-1	5-10
(GB3)	1-2	2-0	3-2	4-5	5-5
(MG5)	1-0	2-0	3-3	4-2	5-16



The vast majority of children felt that they gained moderate to high competency in **working with others.**

21A. DID YOU AND YOUR PARTNER ACTUALLY TEACH TOGETHER?

	YES 3	NO 4
(MB)	3	3
(MM1)	14	3
(GB3)	8	1
(MG5)	16	11

21B. HOW DID YOU HELP DURING THE LESSON?

* Helping my friend Pat
* Did not do one
* I don't remember
* I helped explain the lesson to those who were confused
* I helped carry things

(MB)
* I pointed to the pictures and made some of them
* I help set up
* by pointed to the things she says
* I don't remember

MM1)
* I told that it is fun because we pass out the paper
* I paste the paper
* I helped her with colors
* I was the tethers
* I passed...

(GB3)
* showing stuff and talking,
* I didn't
* I helped by getting her ready for teaching
* I helped the kids passing out paper
* we read a book to the class
* listening
* don't remember well
* I showed all kinds of materials for the show thing
* offered great suggestions
* important we got to be teachers

(MG5)
I'll help pass things out and gave some advise
I don't know
not much
I forgot
I helped by holding up pictures of artist and setting up activities
I explained some things about art
when she needed help I would help her by being understanding
I can't remember I took it in third grade(finishing 5th grade)
I read the introduction
by feeling about the artist
by showing pictures talking to the class
passing out stuff
talked and got stuff
can't remember
I helped making the animal pig pen
I set out the egg and talked about the artist
I helped explain and helped up and pointed to pictures

22. IN WHAT WAY DO YOU FEEL YOU HELPED YOUR PARTNER TO BECOME A BETTER TEACHER?

* I asked her to test me
* Journals
* Do not know
* I don't know
* I told her how I thought by giving her an idea on lessons she can

(MB)) * Listened
* I offered suggestions
* by acting like myself
* yes
* no way
* to listen to her
* In no way

(MM1) * a better teacher
* I passed out the paper (x2)
* yes(x4)

(GB3) * listening and compliment,
* by hearing new things
* she taught me stuff and I taught her what kids like and stuff
* I think so she got to focus on one kid to learn about being a teacher instead of teaching a class

(MG5) I proved her to be trustworthy
teaching them
by giving her experience with kids
I think I taught her how to understand kids more
no/yes
by teaching her
by talking about the lesson together before the lesson
by helping her
talking to her
learn about kids
talking to them and teach them stuff
by not driving her nuts
help and by working together
I think I helped her by showing her how to handle kids,
I helped her by giving her advice about what our activity should be
now she knows how we kids are and what she would expect
they got to experience with a child(1)

helped to make mistakes be good mistakes
I'll tell them some things they didn't know
telling her how kids behave
by lessons and doing the work
by helping her

23. HAVE YOU THOUGHT OF BEING A TEACHER BECAUSE OF THIS EXPERIENCE?

A little bit; No but yes; No; Not really; No, not really, but it's an option; Only because I never liked teaching; Yes

(MB)	yes	no (2)
(MM1)	5	4
(GB3)	2	6
(MG5)	8	(I think I want to be one)

6 ,I have already plans to be a doctor; not really

yes because it seems like a fun thing to do with kids, I would , a little

24. PLEASE WRITE DOWN ANYTHING YOU WOULD LIKE TO SHARE ABOUT PIGGYBACKING

It was fun; I don't want to share; We didn't go to pig farm; I had a party
(MB) I looked forward to piggybacking every week because I had so much fun
It was a great experience for kids
nothing
MM1) It was good; yes; I love piggybacking
(GB3) I don't have anything to say
It's fun(2)
It was fun
It was good
We had a song, we had different stations
that sometimes you helped teach
(MG5) It was very very fun
I loved the pig pens
no(2)
I like it
It was fun
I liked it because sharing ideas with other people
that I like to work with college students
It was fun
nothing
I would like to share I had alot of fun and me and my partner worked together well teaching each other
It was great
I would like to say piggybacking is a good thing to learn from and I hope other kid experience it
the foot massage

25. DO YOU REMEMBER THE SONG WE SANG? PLEASE WRITE DOWN ANY WORDS YOU REMEMBER.

* I've got the whole world in our hands
* Piggybacking
* Two heads are better than one
* Piggybacking, piggybacking for me
* We're working together as partners 'cause two heads are better than one
* We're working together as partners
* I don't remember

(MB) * Piggybacking,Piggybacking it's for me, for me
* Piggybacking's the one for me
* Piggybacking, oh piggybacking for me
* two heads are better then one

(MM1) * yes(x10)

(GB3) I can't remember
Piggybacking(3) is good for me
Piggybacking oh piggybacking
two heads are better then one(2)
no
a little
chorus Piggybacking oh piggybacking for me for me
piggybacking oh piggybacking for me

(MG5) no
nothing
I didn't sing a song
we're working together as partners,
we're working together for fun,
yes working together as partners together as friends,
no I can't remember a song,
clean up, clean up, everybody do your job
don't remember,
I remember none

26A. WHAT FIELD TRIPS DO YOU REMEMBER?

None(5) Acton Science Museum(2)

(MB) farm(2) the petting farm / none one is when we went to the farm

(MM1) The Big Apple Circus; I went to the circus; the big apple, yes circus,(x4) circus, go to the circus

(GB3) The petting zoo
the farm 5
Davis farm
remember when we went to the farm
I was sick

(MG5) no(2)
to the pig farm
to the farm
none(2)
the trip to the petting zoo
going to the animal farm
no field trip

26B. WHAT DID YOU LIKE ABOUT THEM?

Going; Do not know; None; Nothing; Learning about science; We got to go without out teachers; Dunno

(MB)the tornato bottle,
* I like seeing and petting all the animals
* it was fun
* I guess it was cool
* I don't remember

(MM1) * circus, it was fun,
* cus I don't no
* the dogs (x1)
* love
* the elephants
* I went to the circus

(GB3) they were cool
nothing,I was sick
going on the hayride
the bus ride
pigs and animals
I liked that we weren't only looking at pigs, feeding the animals and going on the hay ride

(MG5) I liked the playground,
they were good to me
no trip,
I liked how they welcomed us
alot,
like her feeling,
I like riding the cart with hay
they were kind

27A DID YOU CREATE A PIGPEN?

	YES 6	**NO**
(MB)	Yes 5	NO 1
(MM1)	Yes 8	NO 1
(GB3)	Yes 11	NO 0
(MG5)	Yes 7	NO 16

27B WHAT PART OF MAKING THE PIGS OUT OF CLAY DID YOU ENJOY MOST?

I liked shaping it; The body; Making it; Going on t.v. to show it; Writing a story about it; The pigs; Making the head

(MB) the tail, I enjoyed putting their legs together, shaping them, the head, molding it

(MM1) yes

(GB3) having my partner help me out, none, playing with the class,shaping the pigs,don't remember, making the nose,making them ,the body,pigpen, none,nothing

(MG5) glazing them
making them
no(1)
none(1)
making a pig
I don't know
no pig made
we didn't
I enjoyed everything
putting the pig head on

27C DO YOU REMEMBER THE NAMES OF EITHER OF YOURS OR YOUR PARTNER'S PIG? IF YES....

THEY ARE:

Ted and Sue; Butch and Lavender; Isabella; Michelle; Tom and Tom Junior; Wilber

(MB) Mary and Kenny bad teenager, gary and Sabrina

(MM1) yes

(GB3) Casandra's Piggy, Apolla,Maks,Joeanne, Rosie, Minnie,Neil, Fatty I think,Renay

(MG5) no, don't remember,I didn't make one, no(7) Pinky,Ginny Short Pinky

27D WHAT DO YOU REMEMBER ABOUT FARMER LARRY?

He was funny; He has a farm; Nothing; He was cool; His hat; He had a cowboy hat on; He ate pig food

(MB) he's alright, he was nice and funny

(GB3) he was nice and funny, nothing,don't remember,he wore a straw hat, he was wearing farmer jeans,

(MG5) no(2) nothing(3) his name was Larry,don't know him

27E WHAT INFORMATION DO YOU REMEMBER HE TAUGHT YOU?

About farming the land; Pigs; Nothing; Nothing; Pigs use one bathroom in a corner; The boy pig never let the girl pig eat first; Not all pigs get along ; Nothing; No; My pig saved the day

(MB) about pigs, I don't remember,none

(GB3) nothing , don't remember, I don't know, I forgot

(MG5) that pigs clean themselves by going in the mud,I don't remember him no(3)nothing, I don't remember him

28. DO YOU REMEMBER YOUR PIGPEN STORY THAT YOU AND YOUR PARTNER WROTE TOGETHER? WHAT DO YOUR REMEMBER ABOUT IT?

Nothing; Nothing; Wilbur almost got eaten so Michelle was mad

(MB) I remember that they live in the county side and it almost never rained in the place they lived
(none)
that the teenager sleeped on rocks
one thing it wouldn't make a good pet
I don't remember

(GB3) nothing, don't remember(2) no(3) the part when the pigs jumped in the mud, we pretended our pigs worked in the zoo yes you do good stuff, yes because we were probably the only third grade,yes bec sometimes we got to teach

(MG5) I didn't do it, no(3) none yes bec I felt great, it did bec everything had drawing in it

28G. DID PIGGYBACKING MAKE YOU FEEL SPECIAL? WHY ?

* Yes, because we were working with older people
* I don't remember
* No
* Not really
* Yes, I liked to work with my partner
* No, it was just meeting someone
* Yes, I had help from a college student
* **yes(x17)**

(MB)
* Yes because I had someone to talk to
* yes lot of attention
* yes, because I learned stuff I never learned before
* no, I don't know

(GB3) bec I enjoyed it , no, no, bec, yes because i worked with someone older,
It didn't, yes bec I had alot of fun with my partner

(MG3) yes because I had never had a piggybacking partner, no, It made me feel good because she is special to me,no, yes(2) , yes bec we a Chance to learn about an artist

29. DO YOU THINK YOUR CLASSROOM TEACHER ENJOYED GOING TO PIGGYBACKING?

YES 7 **NO** 0

WHY?

* He didn't have to teach
* Everyone's self esteem was higher
* He had fun
* Cause
* Because he had fun
* I'm not sure

(MB) YES 4 NO 0

* don't know
* to watch us do things

(MM1)	YES 14	NO 1
(GB3)	YES 7	NO 0
(MG5)	YES 7	NO 8

(GB3) because he has a nice time on every field trip, yes(2) he was alot of fun stuff with us,she laughs alot, bec he was always smiling, don't no, I don't know, because he was very happy, bec he loved alot of stuff(MG5) because it taught us something, because everyone was good, he did not go, it was fun, we didn't go, to make everyone laugh, she would always laugh, yes don't know, no he doesn't have crafts, he didn't go

29.THIS IS NOT A QUESTION . THANKS FOR TAKING THE TIME TO DO THIS SURVEY. I WILL PERSONALLY MISS SEEING YOU IN THE HALLS. YOU ARE MY FIRST PIGGYBACKERS(MB only) . I WISH YOU GREAT SUCCESS IN THE YEARS TO COME. ***you too***

Diana Suskind, Ed,D
Assistant Professor

Any additional comments (a drawing) please feel to use space on back of page.

(MB) piggy, "Lester" a person"s face, happy pig

MM1) sketch of two stick figures " I love you"
"cry" child with a smile ,tears coming down
sketch of a princess" I miss my partner with a drawing of a big heart
Thank you, thank you with a stick figure with a sad face,
thanks Diana in a cartoon caption
the Big top
I love You sketch of a red and green flower

(GB3) Thanks alot for teaching me about piggybacking from Julie
Pipippa(sketch of a stand up pig smiling) dragon with a drawing of three hearts,drawing of a side view of a pig, sketch of mat, kathy,

(MG5) six sketches of pigs two hearts ,one broken "We will miss you, I miss you personalized pig ,sad face, I'll miss you oink (14) Renee in a car. space rocket rainbow another pig with 3 oinks

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